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ABSTRACT

This guide is designed to provide vocational educators and job placement personnel with assistance and ideas for locating and securing job placement opportunities for individuals from protected populations. (Protected populations include minorities, disadvantaged, handicapped, gifted and talented, linguistically different, migrants, incarcerated, nontraditional placements, and displaced homemakers.) Placement services are defined and their nature discussed. Protected populations are also defined, and relevant legislation is overviewed. Barriers to employment for protected populations are considered with special emphasis on employer concerns. Annotations for some publications dealing with job development then are provided. Other areas covered are responsibilities of school personnel, preparing the student placement profile, matching students with job orders, finding jobs for protected populations, placement options, accommodations for handicapped individuals, need for cooperation, techniques for job placement personnel, and methods of maintaining job availability. A glossary and list of references are appended. (YLB)

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JOB PLACEMENT HANDBOOK FOR PROTECTED POPULATIONS

Developed Under Contractual Agreement with

Division of Program Development

Office of Vocational Education

Georgia Department of Education

Atlanta, Georgia 30334

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POLICIES AND PROCEDURES FOR THE CENTER

PURPOSE OF THE CENTER

The Vocational Education Materials Center functions within the Division of Vocational Education, University of Georgia. This Center operates under grants from the U.S. Office of Education, and the Georgia State Department of Education with the support of the College of Education. The Center is comprehensive in its commitment and approach to the development and dissemination of materials in the broad field of Vocational Education.

The purpose of the Center is to increase the capability of Georgia's delivery system for Vocational Education. Specifically, the Center is committed to:

1. Develop materials to assist in the implementation of proposed curricula and to enhance the teaching of Vocational Education.

2. Conduct and report curriculum research related to Vocational Education.

3. Provide a production and dissemination center for Vocational Education materials.

4. Provide direct experiences in curriculum development and diffusion for advanced graduate students.

5. Enable faculty members to participate in the development and implementation of a variety of curriculum materials.

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INTRODUCTION

The work world of the 1980's is changing rapidly. Accelerated changes are occurring in materials, equipment, design, number of workers required to produce goods or perform services and the technical level of most jobs. The location of jobs is changing drastically along with hiring practices and recruitment procedures. Competition for available jobs in a given occupational area is keen while employers search for potential workers in other job areas.

All of these changes are affecting vocational education programs. Vocational planners are working earnestly to gather valid data about the changing nature of the work to use in making decisions for program change and to justify expanding services to students. There are real needs for funds to hire and train additional instructors, retrain existing instructors, and increase support personnel to help students in planning their career and obtaining successful placement.

Vocational education has been labeled a bridge between school and the world of work. All of the planks of vocational education - career guidance, instructional programs, support services, and job placement - must be in place if students are to travel the span from school to the changing world of work.

Traveling over the bridge of vocational education to the work world is challenging for most students, but it often

contains additional barriers for protected populations such as special needs students, students preparing for work in non-traditional areas and displaced homemakers. Special services must often be provided for these students before they can obtain satisfying employment.

This guide has been prepared to assist vocational educators in helping students from protected populations achieve successful employment. It contains information concerning the need for placement services for protected populations, barriers to employment for these individuals, employer concerns, job development for protected groups, and sources of assistance.

We hope this handbook will provide assistance and ideas for job placement personnel in locating and securing job placement opportunities for these workers.

DEFINITION AND NATURE OF PLACEMENT SERVICES

Job Placement Services Defined

Anyone reviewing the literature on job placement will be impressed with the amount but will also be confused as to the definition of job placement services. Placement services manifest themselves in many ways and are viewed by many different individuals from their own frame of reference. For example, persons from the cooperative work experience programs may look at these services from the point of view of placing students at job training stations and upon graduation into entry level jobs. On the other hand, school guidance counselors may view placement services as placing students in various programs of the school, or into institutions of higher education when students complete high school. Special education teachers may view placement services as the process of matching the assessed needs of handicapped or disadvantaged students with school programs having the least restrictive environment.

A 1977 publication, Placement Services - A Training Manual, defines a comprehensive job placement program as "a coordinated series of activities which includes school-community interaction, staff training, and curriculum development resulting in individuals being able to obtain and retain satisfying employment." This guide will describe a similar placement process which will include pre-employment preparation as well as the activities of placement upon completion of a program, follow-up,

and follow-through which is essential in changing the school's curriculum to make it more relevant to the needs of students and employers. It also emphasizes a comprehensive integrated approach to providing job placement services involving the school, community agencies, and employees.

Job placement services are often accompanied by follow-by services with the same individuals coordinating both services. Follow-up services can be defined as a systematic collection of pertinent data from or about individuals who have experienced vocational education programs and/are either employed, engaged in continuing education experiences or are unemployed. The emphasis in this guide is on job placement services with only limited information about follow-up services provided.

The Nature of Placement Services

Viewed narrowly, job placement is nothing more than a job referral service with school personnel simply keeping a record of job opportunities and openings and making them available to the student body. While building a job file is one important component of any job placement program, placement personnel must be involved in many more services to students, employers and the school if the placement component of the vocational program is to function effectively.

Most job placement specialists generally agree that placement services normally include four key elements:

pre-employment preparation, a central data system, placement activities, and follow-up and follow-through activities. A comprehensive program of placement services integrates these four elements.

Pre-employment preparation suggests that placement services begin when the student enrolls in school. To prepare students for employment, job placement specialists should offer student-centered services designed to assist the individual (1) assess his/her values, abilities and desires in relation to a career, (2) select appropriate courses, (3) acquire adjusting or coping skills and decision-making skills, and (4) develop and follow a career plan while he/she is in school.

Maintaining a data collection system primarily requires seeking out possible employment opportunities for graduates and for those seeking enrollment in cooperative education programs and systematically organizing and maintaining data which can be used in placement activities. A data collection system must allow placement office personnel to match job orders with student applicants. Computer facilities, available in many school systems, can improve data collection considerably.

Placement activities involve matching students to available jobs commensurate with their interests, abilities and training. In this element, placement personnel assist the individual in relating self to a job, assess the job offer, provide students with aids, modify the work environment, prepare the applicant

for the job interview, refer the applicant to the employer, and confirm the results of the referral.

And finally, follow-up and follow-through activities focus on devising a system for getting reactions from new placement trainees and employers and using these results to improve program development.

Clients Who Benefit from Job Placement Services

A job placement program must serve three major groups: students or former students, employers, and members of the school system. Job placement specialists give students or former students career guidance and assist other school personnel teach students job seeking knowledge and skills required to obtain suitable employment in a specific area of training. Once students are ready for employment, placement service specialists assist the student in identifying potential employers and refer students for job interviews. Protected populations should receive special assistance to help them overcome barriers to employment.

Placement specialists help employers primarily in their constant search for trained and skilled workers. Services to this group may involve helping employers make adjustments to their work environment to accommodate qualified handicapped workers or helping new workers placed by the school in adjusting to the work environment.

Job placement specialists serve the school by assisting vocational educators in their role of job placement with students and creating a liaison between business and industry. Placement services with an emphasis on follow-up provide the school with valuable feedback concerning successes and failures of its students and information which can be used for program improvement.

While job placement services provide direct benefits to students, employers and the school system, parents also benefit from job placement services when their children are able to establish economic independence at an earlier time than might be the case without such a service. Community agencies such as the State Employment Service also benefit by cooperating with the school in reducing the high rate of youth unemployment. Finally, the community and nation itself benefits from the efforts of school-based placement services because of optimum utilization of the individual - the most precious resource we have in our democracy.

PLACEMENT SERVICES FOR PROTECTED POPULATIONS

Job placement is one indication of the quality of a specific vocational program. Therefore, as one form of accountability, vocational programs are required to provide placement services for graduates of these programs. This responsibility also includes placing individuals from protected populations since job placement opportunities is a crucial component of their vocational preparation. Finding a job may well be the most

important step in their life, enabling them to become productive and contributing members of society. Therefore, the focus of this guide will be the importance of job placement services and assistance for individuals from protected populations.

Protected Populations Defined

To ensure appropriate vocational programming and job placement opportunities for protected populations, vocational education personnel (e.g., teachers, administrators, program planners, and job placement specialists) should be aware of the special needs of individuals in these groups.

Protected populations include:

1. Ethnic and racial minorities, including the following groups:

   Black Americans, Hispanics (Mexican Americans, Puerto Ricans, Cubans, Latin Americans), American Indians, Alaskan Natives or Aleuts, Hawaiians, Asian Americans, Appalachian Whites

2. Disadvantaged - Persons (other than handicapped persons) who have academic or economic handicaps and who require special services and assistance to enable them to succeed in vocational education programs (Public Law 94-482, 1976)

3. Handicapped - A person who is (1) mentally retarded; (2) hard of hearing; (3) deaf; (4) speech impaired; (5) visually handicapped; (6) seriously emotionally disturbed; (7) orthopedically impaired; or (8) other health impaired persons with specific learning disabilities and who, by reason of the above (a) require special education and related services; (b) cannot succeed in the regular vocational education program without special educational assistance; or (c) require a modified vocational education program. (Federal Register Volume 42, No. 191, 1977)

4. Gifted and Talented - Those persons who can be identified by professionally qualified people as showing high performance and demonstrated achievement in general intellectual ability, creative or productive thinking, specific ability, visual and performing arts, and psychomotor abilities. (Maryland, 1972)

5. Linguistically different (including bilinguals) - Persons who are severely restricted by their English-speaking ability because they come from environments where the dominant language is other than English. (Federal Register Volume 42, No. 191, 1977)

6. Migrant - A child is considered migrant and eligible to participate (under Title 1 ESEA) if he or she has moved with his or her family from one school district to another during the past year in order that a parent or other family member may work in agriculture or related food processing activities. They can be considered migrant children for five years after their parents have settled in one place (Title 1 ESEA, 1965)

7. The Incarcerated - Persons who are under the jurisdiction of correctional systems. These systems include all government agencies, facilities, programs, procedures, personnel, and techniques concerned with the investigation, intake, custody, confinement, supervision, or treatment of alleged adjudicated adult offenders, delinquents, or status offenders. (SEARCH Group, Incorporated, 1976)

8. Nontraditional Placements - Men and women enrolled in nontraditional vocational programs and/or placed in nontraditional job situations.

9. Displaced Homemakers - Women who (a) have been homemakers for many years, depending on the income of a family member, (b) are unemployed and having difficulty finding work, (c) are ineligible for unemployment compensation, (d) are ineligible for welfare assistance because they are not aged, blind, disabled or supporting dependent children, and (e) are ineligible for social security benefits because of their age or the ten-year marriage requirement.

Relevant Legislation

In the past few years job opportunities for individuals from protected groups have increased. Employers are beginning to be aware of the benefits of employing qualified special needs individuals. Nevertheless, attention and concern must still be directed toward this end by vocational and job placement personnel.

The alternative to successful job placement opportunities for protected populations is often dependency or alternative sources of income and assistance, including reliance on the following programs:

1. social security benefits
2. public welfare assistance
3. vocational rehabilitation benefits
4. private agency support
5. food stamp benefits
6. supplemental security income.

During the past two decades the federal government has passed legislation which reflects this emphasis. Recognizing the importance of job training and employment opportunities for special needs individuals, this legislation addresses the employment needs of protected populations and indicates that the problems associated with this issue are great enough to require federal intervention and assistance.

Title VI of the Civil Rights Act of 1964 (Public Law 88-352) as mended by the Equal Employment Opportunity Act of 1972

prohibits discrimination based on sex, race, color, religion, and national origin in hiring and firing, paying wages, awarding fringe benefits, classifying, referring, assigning and promoting employees; in extending or assigning use of facilities, and providing training, retraining, and apprenticeships; and in providing other terms, conditions, and privileges of employment. To enforce this law, the Equal Employment Opportunity Commission (EEOC) has issued guidelines which bar, among other things, hiring based on stereotyped characterizations of the sexes, classifications or labeling of jobs as "men's jobs" or "women's jobs", and advertising for employees under male or female headings.

Title IX of the Education Amendments of 1972 (Public Law 92-318) prohibits sex discrimination in educational programs and activities receiving federal financial assistance. Other agencies with which schools cooperate, such as training programs for employees, must not themselves discriminate on the basis of sex. Title IX also prohibits discrimination in hiring and prompting qualified applicants. The penalties for noncompliance may include withdrawal of federal funding or institution of a civil law suit.

Section 503 of the Rehabilitation Act of 1973 (Public Law 93-112) covers federal contractors and subcontractors. Specifically, contractors may not discriminate against any employee or applicant for employment on grounds of physical or mental

disability, for any position for which he or she is otherwise qualified. Federal contractors with procurement contracts of $2,500 or more are further required to take affirmative action to employ and promote qualified disabled persons at all levels of employment. Any disabled individual who believes he/she has been discriminated against may file a complaint with the Department of Labor, which must investigate it as promptly as possible. Disabled persons should be aware of the "waiver authority," which allows Section 503 as a whole or in part to be waived by the President should he determine that "special circumstances" make it in the national interest to waive the provisions of Section 503.

Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112) states that "no otherwise qualified handicapped individual in the United States ... shall, solely by reason of his handicap be excluded from the participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Employers may not refuse to hire or promote handicapped persons solely because of their disability. Reasonable accommodation may also have to be made to the person's handicap, where needed.

For employees as well as disabled students and workers, accessibility is a primary necessity. Examples of reasonable accommodations might include a cassette recorder for a blind employee, or changes in the physical location of the task to be performed. Under

certain circumstances, an employer might find it necessary to make more extensive changes. The size and type of employing agency and the cost involved are considerations in determining undue hardship. Failure to employ or promote an employee who is unqualified or who cannot be helped by reasonable accommodation is not discrimination. However, an employer may not reject an applicant simply because reasonable accommodation is necessary.

Also under the provisions of Section 504, pre-employment physical examinations cannot be required and pre-employment inquiry cannot be made about a person's handicapping condition. Employers may, however, ask about an applicant's ability to perform job-related functions, and may make an offer of employment conditional on a medical examination as long as the examination is required of all employees and no one is disqualified on the basis of a physical condition that is not job-related.

The Comprehensive Employment and Training Act (Public Law 93-203), often referred to as CETA, was passed in 1973 and emphasized self sufficiency through productive employment. State and local governments have the responsibility for planning and administering manpower (CETA) programs. The 1978 amendments established local industry job councils to assist in the creation of jobs in the private sector. The eight titles of the CETA legislation address a broad range of complimentary services to meet the job training and employment needs of economically

disadvantaged, unemployed, underemployed, and handicapped individuals.

The Education Amendments of 1976, Title II (Public Law 94-482), addresses the training, placement and follow-up needs of special needs individuals. Among the relevant provisions of the Amendments are: (a) specific setaside funds to pay half the cost of vocational education services for handicapped (10%) and disadvantaged (20%) populations, (b) priority funding for cooperative vocational education programs and other special programs for areas with high youth unemployment and dropout figures, (c) programs for urban centers with large numbers of economically disadvantaged, unemployed, and unskilled individuals, (d) vocational education programs for displaced homemakers and other special groups, (e) full-time personnel and functions to eliminate sex discrimination and sex stereotyping, and (f) support services for women.

Recruitment, admittance, vocational training and job placement of individuals from protected populations will undoubtedly be an important issue in the future. This objective will, in part, be emphasized by the responsibilities and charges addressed in the Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap. These Guidelines, published in the Federal Register on March 21, 1979, are pursuant to (a) Title VI of the Civil Rights Act of 1964

* Recipients must conduct their student recruitment activities so as not to exclude or limit opportunities on the basis of race, color, national origin, sex, or handicap of the students or potential students to whom the presentation is made. Also, to the extent possible, recruiting teams should include persons of different races, national origins, sexes, and handicaps. (Section V, C, p. 17167).

* Recipients must place secondary level handicapped students in the regular educational environment of any vocational education program to the maximum extent appropriate to the needs of the student unless it can be demonstrated that the education of the handicapped person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. Handicapped students may be placed in a program only after the recipient satisfies the provisions of the Department's Regulation, 45 CFR Part 84, relating to evaluation, placement, and procedural safeguards. If a separate class or facility is identifiable as being for handicapped persons, the facility, the programs, and the services must be comparable to the facilities, programs, and services offered to non-handicapped students. (Section VI, A, p. 17167).

* A recipient must insure that: (a) it does not discriminate against its students on the basis of race, color, national origin, sex, or handicap in making available opportunities in cooperative education, work study and job placement programs; and (b) students participating in cooperative education, work study and job placement programs are not discriminated against by employers or prospective employers on the basis of race, color, national origin, sex, or handicap in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and in pay.

  If a recipient enters into a written agreement for the referral of assignment of students to an employer, the agreement must contain an assurance from the employer that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap.

which prohibits discrimination on the basis of race, color, and national origin, (b) Title IX of The Education Amendments of 1972 which prohibits discrimination on the basis of sex, and (c) Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of handicapping conditions.

The Office for Civil Rights is monitoring these guidelines. Therefore, they are often referred to as the OCR Guidelines. The OCR Guidelines charge recipients of Federal financial assistance that offer or administer vocational education and/or training programs with certain responsibilities. These responsibilities are described in the following excerpts (Federal Register, Volume 44, No. 56, Wednesday, March 21, 1979):

* Access to vocational programs or courses may not be denied handicapped students on the ground that employment opportunities in any occupational or profession may be more limited for handicapped persons than for non-handicapped persons. (Section IV, N, p. 17166).

* Recipients that operate vocational education programs must insure that counselors do not direct or urge any student to enroll in a particular career or program or measure or predict a student's prospects for success in any career or program based upon the student's race, color, national origin, sex, or handicap. Recipients may not counsel handicapped students toward more restrictive career objectives than nonhandicapped students with similar abilities and interests. If a vocational program disproportionately enrolls male or female students, minority or non-minority students, or handicapped students, recipients must take steps to insure that the disproportion does not result from unlawful discrimination in counseling activities. (Section V, B, p. 17167).

> Recipients may not honor any employer's request for students of a particular race, color, national origin, or sex. In the event an employer or prospective employer is or has been subject to court action involving discrimination in employment, school officials should rely on the court's findings if the decision resolves the issue of whether the employer has engaged in unlawful discrimination. (Section VII, A, p. 17167).

BARRIERS TO EMPLOYMENT FOR PROTECTED POPULATIONS

Barriers to employment for protected populations can be classified into three major types: (1) barriers within the vocational student, (2) barriers within the school, and (3) barriers within society (OKeeffe, 1978). Vocational students often have low self-esteem, negative impressions about themselves and their abilities. This may be a result of society's view that people who work with their hands are second class citizens or the students' frustrated goals: some vocational students have tried to obtain employment and have been rejected so frequently that they began to doubt their own abilities. Family and friends often contribute to the problem by communicating low expectations which further hinder the progress and self-conception of vocational students. These barriers within vocational students present problems for them in job interviews and interpersonal relationships.

There are also barriers to employment that exist in the school system. One barrier is a lack of coordination among school personnel in helping to prepare vocational students for employment. For example, sometimes vocational teachers assume that the job placement specialist or the guidance counselors

have presented information on job interviews or given students work adjustment training when, in fact, no services of this nature have been provided. Another barrier is the lack of understanding on the part of school personnel about support services that are available from within the school system and from community agencies that help students become more employable.

And finally, the many barriers that exist within society present problems for vocational students seeking employment. Employers who do not understand what training vocational students receive sometimes fail to contact schools as a service of employees. More especially, the many misconceptions that employers have about handicapped individuals or about individuals who wish to enter a nontraditional employment area sometimes convince employers that these individuals cannot become good employees and therefore they will not give vocational students a chance to prove otherwise.

One problem which individuals from protected populations often experience is the difficulty in conveying to the employer the qualifications they possess as opposed to their special needs. For example, when an employer first meets a handicapped applicant the awareness of the handicapping condition may be stronger than the awareness of the individual's training, work experience and skills. This is especially prevalent during the initial meeting and/or interview.

Handicapped applicants may experience three specific problems when seeking employment:

a. access problems - architectural barriers, transportation problems, etc.

b. appearance problems - disfigurement, socially unaccepted mannerism, attire

c. communication problems - inability to express thoughts clearly or intelligibly, inability to fill out forms, difficulty in understanding and/or responding to direct questions or directions (Weisgerber, Dahl and Appleby, 1980, p. 167).

Many of these barriers to the employment of vocational students can be reduced or eliminated by effective job placement services which prepare students to work with employers and which inform employers about the capabilities of vocational students, affirmative action legislation, and success stories of former vocational students who have become outstanding employees.

Many of the problems encountered center around certain recurrent themes: (1) Some of the placements are not given challenging work and feel that their capabilities are being under utilized. This seems to be a pattern when employers place minorities only as tokens. (2) On the other hand, some placements are beleaguered with assignments beyond their stated job requirements, training and/or capacities. (3) Many people also complain that others receive credit for their work. For

example, one woman working for a major organization in Houston, found a man was selected to present a year and a half of her research work. (4) Many face the common problem of breaking out of the stereotyped roles in which firms have treated members of protected populations in the past. Dealing with these problems presented requires assertive behavior.

EMPLOYER CONCERNS

Concerns, fears, misconceptions, negative attitudes and stereotyped expectations which an employer may have concerning protected populations may result in barriers to the placement process. To counteract the negative effect of employers, placement specialists must dispel the following misconceptions with realistic answers to job related questions:

Misconceptions

1. Worksite modification and accommodation measures will be too difficult and/or too expensive to justify providing opportunities.

Response:

Very few accommodations made for handicapped individuals are expensive. First, not all handicapped workers require changes in the work environment. Second, those changes which must be made are relatively inexpensive. Vocational Rehabilitation can often assist in assuming costs for accessibility, adaptive devices. Most disabled employees usually require no special work arrangements. There are occasions when minor adjustments such as a lower desk, a different chair, etc., may be needed

and can be supplied easily. Occasionally, these may even be provided for by state or federal funding.

Once familiarized with all the facilities necessary for the completion of their work and their personal comfort, the disabled individual will be able to travel safely and easily on the employer's premises. All that is generally required is early and thorough orientation.

When employers hire a handicapped individual to do a specific job, often the employer will assume the responsibility of providing any special equipment or tools that are necessary in order for individuals to do the job for which they were hired (i.e., tape recorders, sound amplifiers, braille writer, lowered work benches).

2. Production will be hurt if I hire these workers.

Response:

This concern can be overcome if the placement coordinator has carefully analyzed the job requirements and tasks and matched these carefully with the applicant's profile, including abilities, interests and limitations.

3. Workers from protected populations will not perform satisfactorily on the job.

Response:

This concern can be overcome by showing employers results of research studies and comments from other employers which show that these workers perform as well, if not better, than others on the

job. Give the employer a chance to meet the student and see him/her performing work related tasks. Emphasize the competencies which the student has developed as a result of participation in the vocational programs. At the same time, do not overlook the student's limitations, but be prepared to present realistic solutions, modifications, job redesign measures. Vocational Rehabilitation and other specialists can assist in finding solutions for specific problems.

4. What are some of the specific things the Department of Labor will look for when reviewing an affirmative action complaint according to Section 503 of the Rehabilitation Act of 1973 (Public Law 93-112)?

Response:

These requirements are straightforward and reasonable. Specific points of concern would include: (a) architectural accessibility, (b) awareness of Section 503 provisions, (c) current advertising techniques concerning affirmative action, (d) discrimination practices in recruiting, hiring, promoting and transferring qualified handicapped workers and (e) resources and support provided according to Section 503.

5. Safety records and work standards will be jeopardized by hiring these workers.

Response:

Studies have shown that most individuals from protected populations (e.g., handicapped) are frequently better safety risks than other employees. They have often been conditioned to pay more attention to safety precautions than other workers

because vocational personnel, rehabilitation personnel and other training staff realize that safety is one excuse generally used for not hiring these workers.

Job placement specialists can also emphasize studies by Du Point and the U.S. Office of Vocational Rehabilitation which indicate the following advantages in hiring the handicapped:

Less Turnover - The handicapped employee had less turnover than able-bodied workers. Less turnover means less training costs.

Job Performance - Handicapped employees are equal to and better than able-bodied workers in job performance and handicapped employees have more staying power.

Attendance - The handicapped rated above average in regard to attendance, and the result is a very reliable employee.

(This information can also be related to other protected populations.)

6. Insurance rates and workmen's compensation costs will go up.

Response:

This is a myth. Workmen's Compensation premiums, for example, are based upon the type of work that is to be performed, not on the employees who are hired to do the work. The more hazardous the employment, the higher the cost of insurance.

Other insurance rates are based upon the company's past accident record. Since the safety records of individuals from protected populations are so good, there is not need to worry about an increase in insurance premiums.

7. These workers will not "fit in" with other workers. They will not be able to adjust to and function effectively in the work environment (e.g., members of minority groups, women/men in nontraditional job situations).

In order to deal effectively with this concern the employer/supervisor and/or co-worker must be able to go beyond the traditional stereotyped assumptions concerning job placement and potential. Strong emphasis should be placed on the applicant's employability skills, including reliability, dependability, industriousness, cooperation, ability to accept criticism, ability to follow directions and personal hygiene/grooming skills.

This initial information about a worker's abilities can often pave the way for acceptance by others at the job site. Many fears and prejudices are based on misunderstanding and lack of exposure.

Supervisors and employers can be invited to visit the school and observe the applicant relating to others in a vocational setting. They can also talk with teachers and other educational personnel who have worked closely with the individual.

Informal "inservice" sessions can be cooperatively planned between the school support staff and the workers in the company. These sessions can help to break down barriers which already exist as well as prevent more misconceptions from forming. Role playing can be an effective technique to use during these inservice sessions and it is also helpful to have support service representatives (Department of Labor, Vocational Rehabilitation, etc.)

to answer questions and describe transitional services which can be provided.

Employability Skills

Many times individuals from special needs populations fail to secure and/or keep a job due to a lack of employability skills rather than a lack of hands-on skills. Educational personnel need to observe students to determine which of these areas needs reinforcement. These areas need to be developed prior to placement on a job. Follow-up activities should also include attention to these skills to make certain that they are being maintained at an appropriate level.

Some of the important employability skills areas which should be developed in order to increase the probability that individuals from protected populations will be able to maintain jobs are as follows:

1. interpersonal relationship skills
2. self assertiveness
3. sense of responsibility
4. cooperation
5. pride in work
6. ability to follow direction
7. punctuality
8. attendance
9. ability to accept constructive criticism
10. reaction to authority

11. frustration tolerance

12. ability to work unsupervised

13. reliability

14. problem-solving skills

15. decision-making skills

16. work quantity

17. work quality

18. attention to detail

19. appropriate personal hygiene and grooming skills

Additional Suggestions for Placement Specialists

Below are some additional suggestions to keep in mind when working with employers, supervisors and co-workers to form positive attitudes and working relationships with individuals from protected populations:

1. It is important that workers know company employment policy and regulations from the beginning.

2. Encourage the employer and the immediate supervisor to assist other employees to accept these workers as any other worker. Pity and rejection by peers have no place in a work setting.

3. Performance should be expected the same as from other workers, once reasonable accommodation to a handicapping condition has been made. Instruction, suggestion and correction should be given as to any other worker.

4. The ability of the individual to perform the job, his/her reliability, decreased absenteeism, and better "know-how" in handling himself/herself will lead to recognition and acceptance by fellow employees as an equal.

5. It is important that care be exercised in employee selection. Abilities and potential of prospective employees should be matched with the work setting, work conditions and work

demands. Both the employer and employee should find mutual satisfaction in the work arrangement.

6. At the outset and during the trial or break-in period, communication with the applicant-referring agency, representative, or counselor may assist in preventing or alleviating problems. If neglected, small problems have a way of snowballing and may result in a great loss to both employer and employee.

7. If you and the new employee think he/she "can't make it", it is better to detect this early and state it openly. The referring agency can assist the employee to find other work more suited to his/her abilities and needs, or, ways to "get around" what seem to be problems may be discovered.

8. Let the employer know that these workers expect no favors over any other employee, but they do expect equal pay, equal rights and privileges.

In return for the consideration the employer is asked to give the applicant, the job placement coordinator and support staff at the school can help the employer by carefully counseling and recruiting students, referring qualified applicants for a job position (thereby absorbing some of the employer's recruitment costs), and offering support during the initial placement and follow-up phases.

JOB DEVELOPMENT FOR PROTECTED POPULATIONS

Helpful Publications

One of the responsibilities of the job placement specialists is to review local and state and national labor department publications and State Department of Education publications and to use this data to provide occupational information to students and to school personnel. The job placement specialist should be familiar with the following documents:

1. The Dictionary of Occupational Titles (DOT) - A United States Department of Labor publication which contains standardized and comprehensive descriptions of job duties and related information for 20,000 occupations in nearly all areas of the United State economy.
2. Occupational Outlook Handbook - A United States Department of Labor publication containing vocational guidance information for hundreds of standard occupations. It describes what workers do on the job, training or educational requirements along with the availability of jobs in the future and working conditions. Supplements are also published on a monthly basis.
3. Georgia Job-Flo - A publication of the Georgia Department of Labor containing a listing of frequently listed job openings and labor market information on a semi-annual basis. This document gives an average pay per hour for available jobs.
4. Georgia Employment Projections by Industry and Occupation - A publication of the Georgia Department of Labor which contains employment projections by industry groups and occupational class on a comparable basis for the state for the periods of 1970-74 and 1974-85.
5. Occupational Staffing Patterns in Selected Georgia Manufacturing Industries - A publication of the Georgia Department of Labor which contains a listing of

occupational titles in a given type of manufacturing industry. The publication was released in 1979 with up-dating supplements published on an iregular basis.

6. Occupational Employment in Georgia in Non-Manufacturing Industries, 1975-1985 - A publication of the Georgia Department of Labor containing industry/occupation employment estimates and projections of employment for the state as a whole. It provides a breakdown of the types of jobs within a given non-manufacturing industry in Georgia.
7. Occupational Employment in Georgia Manufacturing Industries - A publication of the Georgia Department of Labor containing a listing of occupations by types within manufacturing industries of Georgia.
8. Outlook for Vocational Education in Georgia - A publication of the Georgia Department of Labor (March 1978) listing jobs by occupational title in Georgia in 1978 with projected expansion and replacement needs for 1980 and 1983. The publication lists the vocational education instructional code for each DOT coded job title, and contains some interesting information about labor supply and demand in relation to vocational education in Georgia.
9. Census Reports - Publications available from the Bureau of the Census for each town, city and county. The census data is a very comprehensive summary of information which

includes population statistics, occupational classification information and other information for given areas of the country.

10. Handbook of Occupational Programs - A publication of the Georgia State Department of Education, Office of Vocational Education containing job classifications matched with vocational education programs at the secondary and post-secondary level.
11. Soldier Manual - A series of publications available from the military services containing information about job tasks that a soldier must master in a given occupational field in the military service.
12. Analysis of Occupational Supply and Demand - A publication of the Georgia Department of Labor which contains information about the demand for workers and the supply of workers coming from educational institutions in the State of Georgia.
13. The Job Opportunities Forecast for Vocational Education - A publication of the Georgia Department of Education, Office of Vocational Education which serves as a planning forecast for vocational education occupational needs and demands.
14. The Georgia Career Guide - A publication of the Georgia Department of Education listing careers and career information which can be used in providing career guidance

and placement services for secondary and post-secondary vocational students.

15. Occupational Information Library for the Blind - Available from the Greater Detroit Society for the Blind, 1401 Ash Street, Detroit, Michigan 48208, this library consists of a desktop card file of job information organized in 21 worker trait categories identified by the Department of Labor. The cards contain specific information which can be used in career planning.

RESPONSIBILITIES OF SCHOOL PERSONNEL

Student Personnel Specialists

It is especially important that student personnel specialists and the placement/follow-up specialist work together in providing placement services to all students. Student personnel services cannot stand alone, but must utilize the placement and follow-up service in assisting students to make meaningful decisions. Student personnel specialists should perform the following duties:

1. Be knowledgeable of the local job market and the types of jobs and salaries received by students completing the vocational school;
2. Provide factual and up-to-date job placement data to prospective students enabling them to examine the job possibilities available to graduates of the different curricula offered by the school;

3. Make prospective students aware of special requirements such as certification, license, special tests, union membership or physical limitations that would prevent them from receiving a job;
4. Help prospective students understand the ways in which the school can assist them in finding a job;
5. Assist students in making decisions as they relate their desires, values and skills with the alternatives available;
6. Counsel with students on work related attitudes and habits such as dress, punctuality, initiative, housekeeping and quality of workmanship;
7. Refer students to the job placement specialist for placement;
8. Counsel with students, referred by the job placement and follow-up specialist, who need special counseling;
9. Work closely with the job placement and follow-up specialist to assure meaningful placement for students with special limitations;
10. Receive job-vacancy notices from employers when the placement and follow-up specialist is not available;
11. Visit employers on occasion with the placement and follow-up specialist;
12. Assist the placement and follow-up specialist with the TECHDAYS program;

13. Assist the placement and follow-up specialist in establishing and maintaining a system of placement and follow-up records; and
14. Assist in evaluation of the placement and follow-up program.

Vocational Instructors

Instructors should perform the following placement and follow-up activities:

1. Develop and maintain a good working relationship with the placement and follow-up specialist;
2. Assist the placement and follow-up specialist in placing students in meaningful jobs;
3. Be familiar with the local job market;
4. Make continuous contact with local employers and provide meaningful feedback to the placement and follow-up specialist;
5. Provide the placement and follow-up specialist with a list of new employer contacts;
6. Provide an orientation for all new students including the following information:
   a. Encourage students to take pride in a job well done.
   b. Assist students in accepting on-the-job discipline.
   c. Relate to students a realistic awareness of job opportunities available and of job responsibilities.

d. Make students aware of job placement and follow-up services available to them;

7. Arrange field trips to various companies in order to enhance the knowledge of students concerning job opportunities available;
8. Simulate a classroom and laboratory atmosphere similar to that which graduates will experience on the job;
9. Include visual aids related to occupational experience;
10. Receive job-vacancy notices from the placement and follow-up office and inform students of job openings;
11. Refer students to the placement and follow-up specialist for part-time and full-time placement assistance;
12. Provide the placement and follow-up specialist with student information;
13. Provide the placement and follow-up specialist with data on all students placed on a job;
14. Assist the students in developing job interview skills (interview techniques, letters of response, resumes, etc.). If students are not taught these skills in the communication skills class, the instructor should assist the placement and follow-up specialist in coordinating this unit;
15. Review follow-up records and assist in the evaluation of both the instructional program and the placement and follow-up program;

16. Provide information on all job openings to the placement office to meet EOA legal requirements; and
17. Maintain an active advisory committee.

Job Placement Specialists

Job placement personnel should perform the following placement and follow-up activities:

1. Provide leadership, supervision, and coordination for all job placement and follow-up activities conducted by the school;
2. Confer with the System Director of Vocational Education, the Director of the Vocational Center and the Supervisor of Instruction concerning the development and implementation of the job placement and follow-up service;
3. Provide in-service training for all instructors and other school staff;
4. Establish and maintain a close working relationship with all instructors and other school staff to determine how the program can best serve each occupational program;
5. Make frequent visits to businesses and industries in order to gain first-hand knowledge of the job situation, and to maintain liaison with personnel managers and employers within the school's service area;
6. Develop and maintain a records system of job placements and other pertinent information of graduates and withdrawals;

7. Organize and maintain an advisory committee;
8. Provide job placement assistance to students who have completed their educational objectives in designated course areas;
9. Provide career counseling to prospective and in-school students upon referral;
10. Conduct quarterly orientation sessions for new students to acquaint them with the functions and procedures of the job placement program;
11. Furnish the School Director with a monthly written report of all activities conducted by the job placement office;
12. Assist other school administrators in the preparation of state and federal follow-up reports;
13. Establish and maintain a close working relationship with the local Employer Security Agency Office and other community agencies;
14. Develop a publicity program and/or campaign for the job placement and follow-up program to present to all interested groups; and
15. Perform other duties as assigned by the School Director.

Vocational Students

Since the job process is unique for each individual, students must be involved as team members. Successful placement is more than simply putting students to work; it is placing students in

employment according to their interests and capabilities.

Vocational students should assume the following responsibilities:

1. Participate in the development of their own vocational education program;
2. Take advantage of all school and community agency services in the job preparation of the vocational program;
3. Become as knowledgable as possible about entrance requirements and job requirements in their chosen field of interests;
4. Visit employers and observe first hand what workers do; and
5. Participate with school personnel in assessing their interests and capabilities relative to a prospective job.

Placement Must be a Team Approach

Placement and follow-up of students completing a vocational program should be a team effort, especially in the case of individuals from protected populations. This team effort should consist of personnel on the school staff as well as agencies and organizations in the community. Placement team membership can be included in the following groups:

1. administrators
2. guidance counselors
3. job placement specialists
4. vocational teachers
5. special needs and other support personnel

6. students
7. advisory or craft committees
8. employment service personnel
9. agency representatives (e.g., vocational rehabilitation)

PREPARING THE STUDENT PLACEMENT PROFILE

An important component of the pre-placement program is assisting students to prepare records of personal and placement information which can be used in matching student qualifications with identified job openings. Job placement specialists are currently using at least two job placement profiles. The first, a simple placement profile, contains the following types of information: (a) a list of tasks which students have mastered, (b) a list of basic skills and abilities, and (c) a rating of personal social behaviors exhibited. The second placement profile is much more comprehensive. It contains information in the following areas: (a) educational academic/psychological, (b) physical/medical, (c) social/interpersonal relations, and (d) prevocational/vocational.

Regardless of the type of student placement profile selected, the placement specialist needs to collect appropriate background information and evaluative information on each student from teachers, guidance counselors, and other appropriate placement team members. This information should then be compiled into a placement profile that presents an accurate picture of the students background, interests and capabilities.

While the primary purpose of the job placement profile is to inform the job placement staff to use in matching vocational students to job profiles, it has several other uses. First, it can be used to determine whether or not students are ready for placement or if they should be given additional training in an identified area of weakness. Job placement profiles are also useful in the follow-up period after initial placement, when staff determine areas which may cause problems. Measures can then be taken to keep these potential problems from surfacing.

Sometimes the terms personal or job folder are used instead of the placement profile to label the student placement information record. Regardless of the terms used, this folder is a personal record of the student's background, interests and achievements and must be established in the placement office and kept current with the assistance of each student. This record should include the following information:

1. All school, training or educational records, and an extra copy of the transcript;
2. A record of each part-time or full-time job with starting and ending dates; starting and ending salaries; supervisors' name; and letters of recommendations or commendations;
3. A list of extra-curricular activities such as churches, club hobbies; and any offices held with inclusive dates;

4. All statistical data, birth dates, address of residence, social security number, telephone number, etc.;
5. Personal references with complete address; telephone number, and title; (these will be currently updated)
6. A release of information form signed by the student; and
7. A request for job placement assistance form.

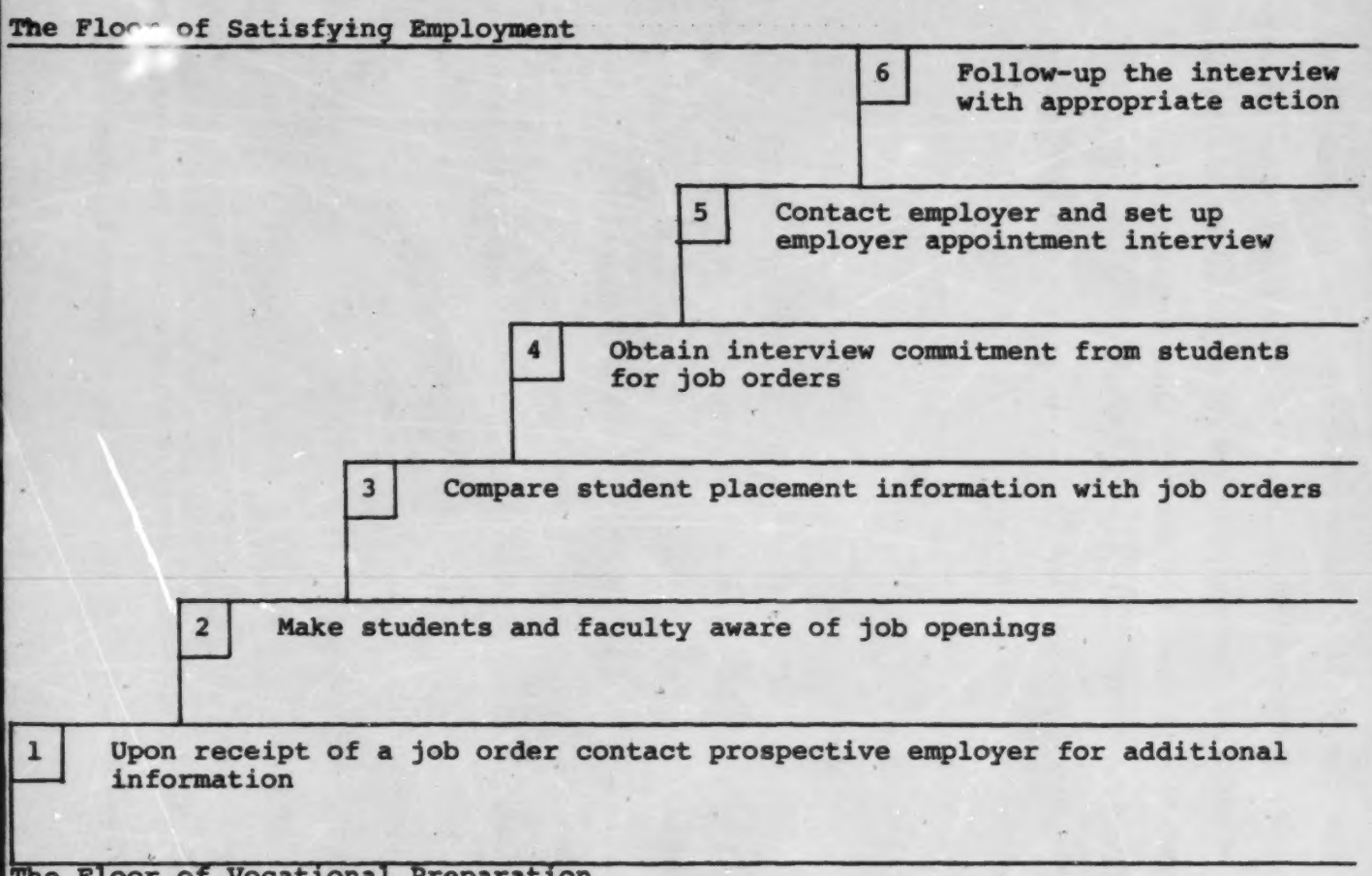
MATCHING STUDENTS WITH JOB ORDERS

Most school placement specialists follow a six step placement plan when selecting from among placement candidates for a specific job opening. These six steps are shown graphically in Figure 1.

Step one in this placement approach is to contact the prospective employer as soon as a job order is received to obtain additional information needed in the placement process. The initial contact is usually made by phone and should be followed up by a visit to the job site if possible. During the phone conversation information should be obtained about hiring practices, the type of job, specific job requirements and other information to use in preparing the job order worksheet. If a visit to the company is possible, placement personnel should obtain any additional information needed to supplement what was obtained through the phone contact. If a company visit is not possible, job placement specialists can prepare a profile using existing profiles of similar or related jobs.

Figure 1

STEPS IN MATCHING STUDENTS WITH JOB ORDERS


The Floor of Satisfying Employment
6
Follow-up the interview with appropriate action
5
Contact employer and set up employer appointment interview
4
Obtain interview commitment from students for job orders
3
Compare student placement information with job orders
2
Make students and faculty aware of job openings
1
Upon receipt of a job order contact prospective employer for additional information
The Floor of Vocational Preparation

The proceedings involved in this step should be prepared and filed for future reference.

The second step is to advertise the job opening so that potential placement candidates and placement team members will know about it. Job opening notices should be distributed to all vocational teachers who may have students that would qualify for the job. Job placement profiles of former students should be reviewed to determine if any one who has the qualifications is seeking employment. If this activity results in identifying potential candidates, they should be notified about the job opening.

Other activities can be very useful in publizing job openings. For example, strategically placed and maintained bulletin boards can assist both students and faculty in keeping updated about job openings. Printed information such as handouts made available from the student personnel office can also be effective in advertising job openings. Finally, close communication should be maintained with community agencies and organizations which assist in placement (e.g., vocational rehabilitation) in order to coordinate efforts in placing students from protected populations.

Step three in this placement approach is to compare the placement profiles of qualified candidates who have indicated an interest in obtaining employment with the job order. Normally, this procedure results in identifying several potential

placement candidates, but it could result in discovering that no students have the major qualifications required in the job order. When no students are identified that have all of the qualifications called for in the job order, placement specialists should consider recommending students with some qualifications who have potential. With proper orientation and support services, some of these marginally qualified candidates can be placed and become product employees.

The fourth step in the placement process is to obtain commitments from students identified in step three and to assist them in applying for the job opening and subsequent job interview. Placement specialists must obtain a records release form from students who wish to have their placement profiles and supporting records sent to the potential employer for review. Placement candidates should be briefed with details about the company and checked to see if they are ready for placement. Time permitting placement candidates who are to be referred for employer assessment should go through a simulated job interview to improve their employment seeking skills.

Step five is to contact the potential employer and arrange to have job candidates interviewed. In gaining approval from a potential employer for interviews, placement specialists should discuss the candidates' capabilities in reference to the job order and communicate to the employer the fact that candidates are carefully evaluated and screened for job readiness before they are referred for placement.

If the placement specialist is successful in obtaining employer approval to interview candidates, the students' records should be sent to the employer for review and interview appointments should be made for all candidates. The candidate with the best qualifications should be sent first. Each interview candidate should be provided with a job referral card for the students to take with them which serves to introduce each individual and provides a means to obtain the results of the interview.

The sixth and final step in this placement approach is to follow-up and follow-through the interview regardless of the outcome. Successful candidates who are hired should be provided with instructors regarding the transition from school to work. For those candidates not hired, the placement staff should help them determine the cause of their rejection and provide appropriate instruction which will improve their employment changes in the future.

FINDING A JOB FOR INDIVIDUALS FROM PROTECTED POPULATIONS

The placement approach of finding a job for specific individuals differs from the approach of matching candidates to an identified job. In the approach of finding individuals for advertised job openings just presented, the placement staff have limited time to select from among existing qualified candidates and refer them for interviews. In the placement approach of finding jobs for specific individuals, such as

those from protected populations, placement staff have sufficient time to develop and assess the potential of students while they are in the vocational program as well as time to identify appropriate jobs for them whey they are ready for placement. Another advantage of this approach is that the placement staff has time to identify those potential employers who would be willing to redesign their jobs to accommodate individuals from protected populations.

This placement approach of finding jobs for individuals from protected populations has six steps which differs somewhat from the steps presented in the previously presented approach. These six steps are presented graphically in Figure 2.

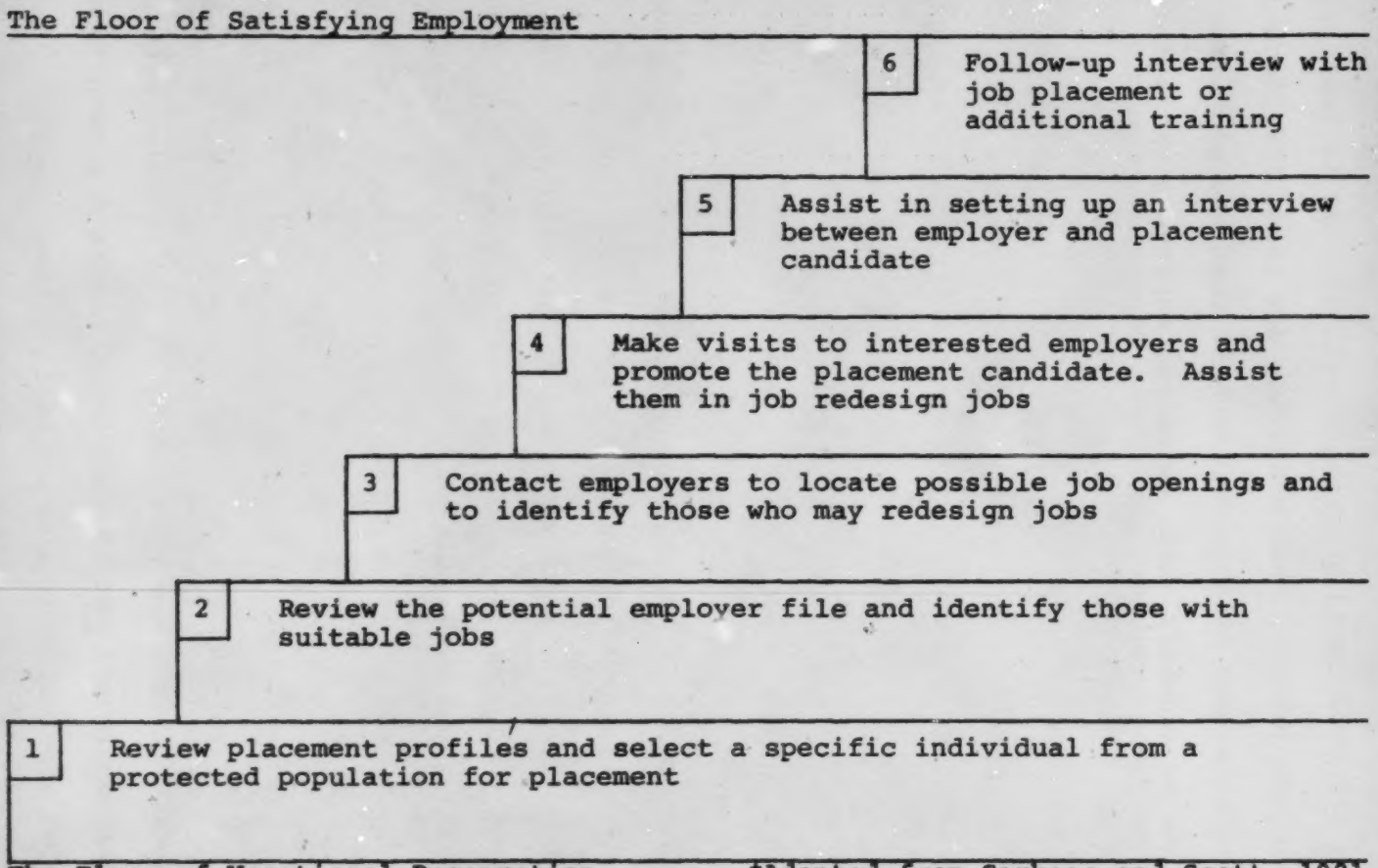
The first step in this placement approach is to review the placement profiles and supporting records of placement candidates and select individuals from protected populations who are ready or nearly ready for placement.

Step two is to review the potential employers' file to determine which employers may have suitable jobs for individuals from protected populations. This step should result in a list of potential employers to be contacted.

The third step in this placement approach is to contact prospective employers to see if they have any job openings for which placement candidates can qualify. Placement staff should also discuss the possibility of job redesign with potential employers and the option of hiring a person from a protected population on a trial basis without pay.

Figure 2

STEPS IN FINDING A SPECIFIC JOB FOR PROTECTED POPULATIONS INDIVIDUALS


The Floor of Satisfying Employment
6
Follow-up interview with job placement or additional training
5
Assist in setting up an interview between employer and placement candidate
4
Make visits to interested employers and promote the placement candidate. Assist them in job redesign jobs
3
Contact employers to locate possible job openings and to identify those who may redesign jobs
2
Review the potential employer file and identify those with suitable jobs
1
Review placement profiles and select a specific individual from a protected population for placement
The Floor of Vocational Preparation

*Adapted from Sarkees and Scott, 1981

Step four is to make company visits to interested employers and to discuss with them the candidates' capabilities and the support services the school can provide should the employer hire any of the candidates. During the visit the placement specialists can discuss the process of redesigning similar jobs which may result in a possible job opening where one did not exist.

The fifth step is to assist the placement candidates in setting up an interview with interested employers. The placement candidate's placement profile should be forwarded to the prospective employer, along with appropriate supporting documents so that the employer can prepare for the interview. The candidate should also receive preparation for the interview in the form of detailed information about the job as well as a review of employment seeking skills. The candidate should also be provided with a job referral card to introduce him or her to the employer and to obtain feedback information on the interview results.

The sixth and final step is to follow-up the interview by providing transitional placement information from school to work if the candidate is hired or appropriate instructional and placement services to rejected candidates.

PLACEMENT OPTIONS

The nature of job placement services offered in local vocational schools is often viewed narrowly as those activities

which assist program graduates in obtaining full-time employment. While placement of program graduates in an area of employment for which they received training is a major goal of any placement program, most placement programs offer services leading to a number of other placement options. Placement programs which assist students in a variety of placement option often better serve the clientele, particularly individuals from protected populations. The placement options shown graphically in Figure 3 were adapted from the book by Sarkees and Scott, 1981.

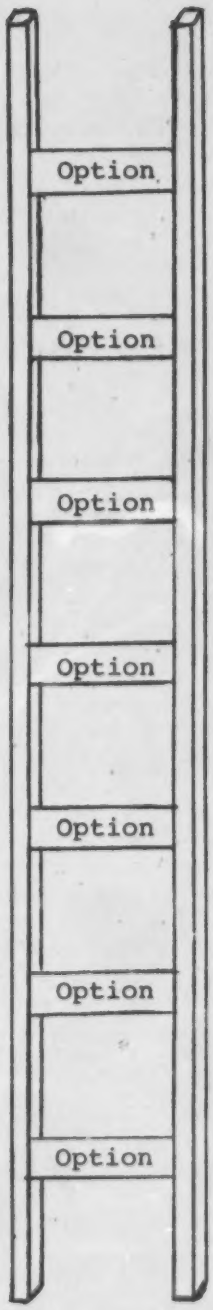
Placement in Rehabilitation Centers

Placement specialist can exercise the option of placing severely handicapped individuals in one of three rehabilitation centers: transition centers, work activity centers and work adjustment centers. The major purpose of these centers is to provide diagnostic vocational evaluation and instruction but they can become institutions for permanent placement for some individuals.

Perhaps the work transition center is the most widely known of these rehabilitation centers. These centers emphasize productivity and are often called "sheltered workshops." Their major mode of operation is to use "live work" experiences as the primary method of developing the vocational skills necessary to be competitive in the job market. Transition centers usually enter into contracts with local businesses and industries to

Figure 3

PLACEMENT OPTIONS OPEN TO VOCATIONAL STUDENTS AND PLACEMENT PERSONNEL



Placement Ladder

Placement in Post-Seconday Education Institutions

Examples: vocational-technical schools colleges and universities

Placement in Full-Time Jobs

Examples: carpernter's helper, mason's helper, auto mechanics' helper and printing press operator

Placement in Part-Time Jobs

Examples: service station attendant, bus boy, fast foods waiter/waitress

Placement in Work-Study Programs

Examples: Diversified Cooperative Training and Vocational Office Training

Placement in On-the-Job Training Program

Examples: machine operators and cash register attendants

Placement in School System Jobs

Examples: custodial helper, food service worker, landscape helper, bus maintenance helper

Placement in Rehabilitation Centers

Examples: work transition centers, work activity centers, work adjustment centers and rehabilitation centers

produce certain products or to perform certain services. By engaging in those types of activities, transition center employees experience environments similar to those found in industry. To make it more like the normal work environment, participants receive pay for their productivity and must conform to certain standards of productivity. Several widely known examples of work transition centers include the Kelly Workshops in Georgia and the Goodwill Industries of America.

Work activity centers also provide sequenced work activities but they differ from work transition centers in that productivity is not emphasized. Instead, the major emphasis is on participants developing work skills and personal social behaviors required for daily living.

Work adjustment centers emphasize both productivity and developing skills required for daily living. They provide participants with activities whereby they can develop manipulative skills as well as worker adjustment skills such as work attitudes, work habits and personal-social behaviors.

In addition to placing individuals from protected populations in one of the three work oriented centers, students can also be placed into special rehabilitation facilities which are available in most states. Each State has one or more rehabilitation centers or institutes such as the widely known Warm Springs Rehabilitation Center located in Warm Springs, Georgia. These specialized centers are often able to provide

more specialized services than the centers previously discussed. The purpose of these facilities is to vocational training and a wide variety of personal development services to participants that will enable them to have the best possible chance of becoming productive in sheltered, semi-sheltered or competitive employment environments.

Placement in School System Jobs

School placement staff often have the option of placing students in a variety of jobs available in local school systems. One advantage of this placement option is that students can receive additional training through actual job experience under the close supervision of school staff. Normally, students placed in school related jobs in this placement option do not receive pay. Typical examples of jobs available in most school systems where students could be placed are custodial helper and food service helper.

Placement in On-the-Job Training Programs

A transitional type of placement option available to some students is employment in an on-the-job training center (OJT) or actual work situation. Most of this OJT centers provide specific job preparation under direct supervision of a job supervisor with support services provided by school personnel. Many PJT participants receive training back at their local schools after work hours. Vocational rehabilitation and CETA agencies often support this placement option by providing

monetary incentives to employers who will provide an OJT experience. Examples of jobs may include machine operators or fork lift operators.

Placement in Work-Study Programs

Another placement option that is becoming available in more vocational schools as occupations become more diverse and specialized in placement in a cooperative work-study program. This program offers participants a chance to obtain real job experience while they continue their educational programs at their local schools. Cooperative education students work under close supervision of a training station supervisor and receive instruction from a school teacher-coordinator through on-the-job visits and in related classroom instruction.

Students can be placed in cooperative education program for initial vocational preparation or placed in these programs during the last part of their vocational preparation for actual job experience. In this program students spend half a day in school and the balance of the day working at an actual work site for which they receive pay. This placement option is very well suited to assist individuals from protected populations because of its close supervision on the job. Examples of these programs are Diversified Cooperative Training and Vocational Office Training.

Placement in Part-Time Jobs

Placement staff can also assist students in obtaining part-time employment until they become more fully prepared or until full-time employment can be obtained. This option is particularly well suited for certain individuals from protected population because it provides them with the opportunity to work for shorter periods of time until they build up work stamina. In addition, it is often easier to make adjustments to the work environment during part-time work to accommodate individual differences. Individuals who are employed part-time also have the advantage of being able to return to the school or to some other agency for additional vocational preparation or for remedial and support services, if necessary. Examples of part-time jobs include service station attendants and building maintenance helper.

Placement in Full-Time Employment

One of the most desired placement options for the job placement specialist is placing vocational students in full-time employment which is in line with their interest and capabilities and which has opportunities for advancement. Placement staff should follow either one of the placement approaches previously presented in this guide to assist every qualified student in obtaining satisfying, full-time employment. Examples of full-time employment include carpenter's helper, mason's helper, printing press operator and auto mechanic's helper.

Placement in Post-Secondary Education Institutions

Another highly desired placement option is assisting student in enrolling in institutions which offer higher levels of education and training to secure employment. Jobs continue to become more complex each year and the demand for individuals who can handle high technology jobs is rapidly increasing. Students from protected populations that qualify can be placed in a wide variety of post-secondary education institutions, ranging from vocational technical schools and trade schools to colleges and universities. Certain individuals from protected populations can often obtain financial support and other assistance in helping them prepare for higher employment levels. This placement option has been widely used by most school placement specialists for a long time and they have been very successful in helping graduates choose and enter post-secondary educational institutions.

Placement staff sometimes think that their job is finished when these candidates are successfully enrolled in higher education institutions but these students often need follow-up and follow-through services just as badly as students placed in other options. The transition from vocational schools at one level to higher levels can be a traumatic experience for individuals which can be eased by appropriate support services provided by members of the job placement team.

ACCOMMODATIONS FOR HANDICAPPED INDIVIDUALS

Section 504 Requirements

Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112) mandates that "reasonable accommodation" be made for qualified handicapped individuals who "with reasonable accommodation" can perform the essential functions of the job in question (45 CFR 84.3 (k) (1)). This guarantee assures that qualified handicapped individuals are given an opportunity to develop and utilize their vocational potential in a regular work environment.

The regulation suggests the following "reasonable accommodation" for this population:

1. modified work schedules
2. job restructuring
3. modification of equipment/devices
4. making facilities accessible
5. providing interpreters or readers

(45 CFR 84.12 (b)).

Job Redesign

In addition to identifying helping employers accommodate special needs students who are ready for employment, the placement specialist should work with willing employers in redesigning jobs. The job redesign technique can provide jobs for students who have difficulty obtaining jobs in their area of training. In redesigning jobs, employers must be willing to analyze their

present job categories and reorganize them. Few employers will be willing to try this venture unless they can see how job redesign will improve productivity. They must be shown how job redesign will release their more experienced and skilled workers to perform job activities which require higher skill levels, thereby increasing worker effectiveness and, ultimately, productivity.

In assisting a willing employer with job redesign the placement staff should study and analyze the employer's job structure and use the results of this analysis to focus on a group of similar jobs which can be redesigned. Each of the jobs in this cluster must be analyzed, broken down into tasks and worker requirements, and sequenced according to ability levels. The final step is to assist the employer in making any necessary physical accommodations and in retraining the displaced workers for their new job activities.

The job redesign process described above is an example of what could be done under ideal conditions. Job redesign does not need to be this elaborate and often must be done under less than ideal conditions. It may consist of only slighly reorganizing the duties and activities of several jobs and involve minimal time and expense. Simple job redesign can be an attractive alternative for employers who are willing to hire qualified vocational students but feel they have no suitable job available.

Another job redesign alternative which employers may choose to utilize is to create a homebound job for a specific person, since some job activities which do not involve the use of heavy machinery and equipment can be performed efficiently at the employee's home. This alternative is attractive to employers who would have to make costly modifications of their facilities to make them accessible or to those employers are concerned about what their employees reactions would be to these workers. And, of course, the homebound employment alternative is attractive to persons who have limited mobility because of physical handicaps.

Job placement staff can be instrumental in helping the employer set up the job site in a person's home and in designing a system for scheduling the pick up of work orders and materials from the company and returning the completed work. Placement and follow-up staff can also provide supervision to help homebound employees adjust to regular work schedules.

NEED FOR COOPERATION

Cooperative Efforts Within Schools

Providing job placement services to students, employers and the community is too big of a job to be handled by any one individual in a school system. It is unrealistic to expect even a full-time teacher, guidance counselor, or cooperative education coordinator to bear the burden of providing job placement services along, but these individuals can and should play an important part in any well-organized comprehensive job placement program.

Ideally, if funds are available, a full-time job placement coordinator should be employed to manage and operate this important aspect of the school's program and to involve administrators, teachers, cooperative education coordinators, guidance personnel and community agency personnel in a team effort.

Full-time job placement coordinators have been hired in all post-secondary area vocational/technical schools to coordinate the job placement program. While they assume the major responsibility for the success of the school's placement program, they depend a great deal upon teachers and other school personnel in carrying out daily placement services. For example, employees sometimes prefer to discuss a job opening with a vocational teacher rather than with a job placement coordinator. Because placement services should begin the day students enter a vocational program they therefore become a function of the entire school staff, supplemented with outside assistance from agencies and organizations, such as the employment service or vocational rehabilitation. As in any team effort, each team member had specific duties to perform and must follow through on them. Team members must work cooperatively with each other and must maintain open channels of communication. Attitudes expressed by team members toward placement services in words such as "mine" or "theirs" must give way to words like "ours" or "the schools."

In secondary schools it will be hard to determine who should be the chief placement specialists without first determining the

nature and scope of the job placement program. Counselors, by the nature of their role and training might seem to be the best school personnel to assume the responsibility of the job placement services program. However, cooperative education teacher-coordinators have been engaged in delivering placement services to their students and may be the logical choice to head up the placement program. If placement services are limited to taking job orders and making them available to the student body, perhaps the vocational administrator and his/her office personnel could coordinate the placement effort. But regardless of who heads up the job placement program, it should be a team effort of everyone in the school, supplemented by personnel from appropriate community agencies.

Community Agencies

Support services are an important component in the process of eliminating employment barriers for individuals from protected populations. The services of these agencies may make the difference between "selling" an employer and losing the placement opening. Some of the support agencies and organizations available to vocational education and job placement personnel follow:

1. Vocational Rehabilitation (VR)
2. Goodwill Industries
3. Veteran's Administration (VA)
4. Public assistance departments
5. Cooperative extension services

6. National Alliance of Businessmen (NAB)
7. Advocacy groups (e.g., Association for Retarded Children and Adults)
8. Chamber of Commerce
9. State Employment Service (SES)
10. Young Mens Christian Association (YMCA)
11. Young Womens Christian Association (YWCA)
12. Local Youth Work Programs
13. Advisory and Craft Committees
14. Labor Department Jobs Service
15. Civil Service agencies
16. Labor Unions
17. Area Planning and Development Commissions
18. Civic groups (e.g., Lions Clubs, Kiwanis, Rotary, Civitan, Church groups, Women's Clubs)
19. Mayor's Committee for Employment of the Handicapped
20. Governor's Committee for Employment of the Handicapped
21. Comprehensive Employment and Training Act (CETA) prime sponsors
22. National Advisory Council on Women's Educational Programs

Department of Labor:

a. Office of Federal Contract Compliance Programs
b. Wage and Hour Division
c. Office of Workers' Compensation Programs

d. Division of Special Minimum Wages

23. Office for Civil Righs (OCR)

In most communities, there are many social and governmental agencies that can make valuable contributions to the local school job placement program. Job placement specialists should have contact with these agencies and become familiar with the services these organizations provide. Vocational rehabilitation, for example, can provide direct assistance to handicapped students in adjusting to a work environment. Other appropriate agencies should also be considered part of the placement team and consulted on a regular basis.

Vocational Rehabilitation

An example of the specific services and support which can be solicited from outside agencies to aid in the placement process is seen in the following overview:

State Vocational Rehabilitation Agencies across the country offer a variety of services to assist affirmative action steps toward the employment of qualified handicapped individuals. With the assistance of these services, job placement personnel working with handicapped individuals will be better prepared to (a) promote the placement and advancement of handicapped individuals, (b) determine the most cost beneficial methods of removing barriers in the work environment, (c) provide for job restructuring and (d) work effectively with employers, supervisors and co-workers.

Specific services and resources provided by this state agency include:

1. medical evaluation
2. medical rehabilitation
3. adaptive devices
4. job accommodations
5. vocational evaluation and testing
6. counseling and guidance
7. architectural barrier removal
8. job analysis assistance
9. worksite modification assistance
10. personal and social adjustment assistance
11. modification of job descriptions
12. safety procedure suggestions and assistance
13. promotion, transfer and/or layoff consultation
14. interview technique
15. manager, supervisor and co-worker awareness and training program

TECHNIQUES FOR JOB PLACEMENT PERSONNEL

Job development activities to meet the needs of individuals from protected populations should include intervention activities such as the following:

a. securing jobs for individuals through regular or new channels;

b. coordinating and managing private and community resources to increase the employability of these individuals;

c. utilizing "sales techniques" with employers to adapt or modify job entry requirements when necessary;

d. utilizing "sales techniques" with employers to restructure jobs when necessary;

e. changing attitudes of employers, supervisors and co-workers about hiring and working with these individuals;

f. developing and conducting needs assessments of community and industrial sites to determine job shortages and employment procedures that make it difficult for individuals to secure and keep jobs;

g. supplementing placement procedures by counseling services and other assistance to make individuals job-ready;

h. providing support services;

i. providing a positive linkage between the school, employer, work supervisor, and the individual;

j. providing follow-up services to develop job mobility skills and opportunities for these individuals

(Ferman, p. 22).

These intervention strategies will help protect populations overcome the barriers they will face in securing employment.

Innovative Techniques for the Job Placement Team

Job placement teams (including counselors, job placement specialists, vocational teachers, support personnel, advisory committee members, and representatives from community agencies and organizations) should, of course, follow the same general process for placing protected populations and offer these individuals the same opportunities as all other students. However, a number of innovative techniques can enhance the employment potential of these students. Some suggested techniques which can be utilized by job placement teams to enhance successful placement are presented as follows:

1. Develop a "Special Needs Awareness Day" during which the positive contributions of individuals from protected populations can be stressed for potential employers.
2. Keep a file of employers who have previously hired these workers. Discuss with them what problems they had, effective techniques or solutions to address these problems, and suggestions for recruiting new employers. These people can be used as references when new employers are considering hiring special needs applicants.
3. Collect articles about individuals from protected populations who have successfully entered the labor force. This is especially effective if one or more of the stories describe local situations.

4. Networking is the process of sharing job orders or announcements of job openings with other school job placement personnel. For example, the job placement specialist at DeKalb Tech has received a number of job orders which cannot be filled by students in their programs. Contact is made by phone or by mail to other job placement offices in the region notifying them of job opening information.
5. A group of six job placement specialists from post-secondary area vocational schools in North Georgia have been meeting at least quarterly to share information regarding job placement services. These sharing sessions have improved articulation between schools and have resulted in improving the job placement program at each school.
6. Tour a local rehabilitation facility to develop an awareness of the activities and experiences provided for handicapped clients. This will provide a better understanding of the kind of support aid these facilities can lend to the vocational preparation and placement process.
7. Become active in such local civic organizations such as the Chamber of Commerce in order to establish good public relations, to emphasize the benefits of hiring these individuals, to stress the competencies and

accomplishments made by these students in vocational education programs, and to keep informed of job openings.

8. Actively use local newspapers and radio stations to advertise and solicit job openings for these individuals. The benefits of hiring these workers can be emphasized as well as stressing the fact that many employers in the community are already making opportunities available for the people. The members of the advisory and craft committees can be helpful making this activity a success.
9. Provide examples of how job redesign can provide important employment opportunities for some individuals (e.g., handicapped) while at the same time providing employers with a source of competent and motivated workers.
10. Develop and utilize, in coordination with vocational instructors and support personnel, individual student proficiency profiles so that potential employers can be made aware of the skills and competencies developed by the students in the vocational program.
11. Develop a varied approach to making job opening announcements available to these individuals. This can be accomplished, through cooperative assistance with state job banks, employment agencies, local employers, and advisory committees, by establishing an active job file. Announcements and related information

can be provided through posters, bulletin boards, flyers, school papers and student organizations.

12. Keep an updated file of employers in the community who are affirmative action employers (e.g., industries receiving federal contracts of $2,500 or more are under the affirmative action requirements of Section 504).
13. Utilize former special needs graduates to determine their needs for follow-up assistance. They can be useful in providing important information about changes which must be made in vocational programs and the job placement process so that more special needs graduates will successfully obtain and maintain jobs. Former students can also act as role models and counselors to special needs students enrolled in vocational programs.

Innovative Techniques for Employers and Co-workers

Job placement teams (including counselors, job placement specialists, vocational teachers, support personnel, advisory committee members, and representatives from community agencies and organizations) should, of course, follow the same general process for placing protected populations and offer these individuals the same opportunities as all other students. However, a number of innovative techniques can enhance the employment potential of these students. Some suggested techniques which can be utilized when working with employers and co-workers are presented as follows:

1. Maintain good working relationships with employers, providing all promised assistance, being very honest about students' strengths and weaknesses and maintaining follow-up services. A bad report from an employer will spread through the business community and seriously damage the placement specialist's credibility.
2. Assure employers that they will not be expected to use double standards or reverse discrimination by hiring unqualified individuals. Rather, employers are asked to provide an opportunity for a qualified, competent worker.
3. Provide prospective employers with information concerning the positive financial aspects of hiring these workers (e.g., tax credits, low turnover rates, high productivity rates, low insurance rates).
4. Have photographs available of students successfully and efficiently working in an environment similar to the one the employer manages. ("One picture is worth a thousand words.")
5. Illustrate to prospective employers the positive benefits of hiring these workers on the basis of competencies and abilities as opposed to test scores.
6. Obtain preliminary information on the company/industry to be contacted in order to help establish credibility

with employers (e.g., obtain a copy of the company's most recent annual report, information or job openings and entry level requirements).

7. Attempt to convey to the employer that you have a working knowledge of the laws concerning employment discrimination in a NONTHREATENING manner. Do not, however, adopt a hostile position toward employers, but be prepared to answer questions in a firm helpful manner.
8. Conduct a seminar for industry personnel officers to deal with concerns they may have in relationship to hiring these graduates. The benefits which these workers can contribute should be emphasized as well as techniques which personnel officers can use in interviewing and hiring these individuals. Support services available from the school can also be stressed.
9. Staff can also involve employers who have been pleased with employees from protected populations, and even the employees themselves. Testimonials from colleagues are extremely persuasive, and meeting a successfully employed special needs person will profoundly affect negative attitudes.
10. Use brochures and handouts from the President's Committee on the Employment of th Handicapped.
11. Assure employers that they can dismiss students who do not meet their work standards.

Innovative Techniques for Students

Job placement teams (including counselors, job placement specialists, vocational teachers, support personnel, advisory committee members, and representatives from community agencies and organizations) should, of course, follow the same general process for preparing protected populations for employment and placing them in appropriate job sites. However, a number of innovative techniques can enhance the employment potential of these students. Some suggested techniques which can be utilized and/or adapted to meet the specific needs of these students are presented as follows:

1. Provide individuals with role playing experiences to practice job interview skills. Former students and employers can be helpful in organizing these simulations. Support services should also be provided for these applicants when they are scheduled for an interview (e.g., talk with the employer prior to the actual job interview session, discuss student strengths and weaknesses, discuss possible job restructuring and/or work site modifications, provide interpreting services for hearing impaired individuals).
2. Organize a "Career Awareness Workshop" where students can gain an awareness of the various jobs available in the community, and where personnel directors and employers

participating in this activity will have a first-hand chance to meet students, discuss their interests and abilities, and create a positive attitude about hiring them.

3. DeKalb Area Vocational Technical School has started a nontraditional students support group which meets regularly to discuss the barriers they may face in seeking employment and to search for solutions to overcoming these barriers. This effort is part of a funded project which has as its purpose "To provide for the promotion of and support for students and faculty in non-traditional areas of education." This project lists the following as its major objectives:
   a. To provide services for non-traditional students;
   b. To plan and implement an orientation session for entering non-traditional students;
   c. To plan and implement an outreach program;
   d. To develop materials for promotion of non-traditional vocations, and
   e. To provide counseling services.

   The results of this developmental effort should provide valuable information for use by job placement specialists in improving services to non-traditional students seeking employment.

4. Provide individuals with information concerning how to locate job openings. This can be done through the curriculum taught in the vocational programs, and by involving advisory committee members, State Employment Services personnel, Chamber of Commerce representatives, business people in the community, and former special needs graduates.
5. Arrange for students to prove their competencies and abilities in an informal arrangement (e.g., co-op program) which does not carry a long term commitment with it.
6. Provide individuals with skills in applying for a job, including filling out applications and developing a resume. This can be also done through the curriculum taught in the vocational programs, and through guest speakers from the business and industrial sector who can share with students what is expected from prospective employers.
7. Identify individual and group differences which may impede employment opportunities and provide activities and experiences which will help individuals fit into the work environment. Students need to be aware, for example, of the consequences of behaviors and attitudes that are different from those accepted in the world of work.

8. Provide supportive counseling to individuals on a continuing basis throughout the job placement and follow-up process. This is especially important in monitoring student progress on the job, helping them to deal with adjustment problems. This assistance can be provided in a variety of forms, including phone calls, employer-student conferences, informal conversations with supervisors and/or co-workers, meetings with parents, home visitations, and work site visitation.
9. Familiarize individuals with the working conditions which exist for specific jobs. Knowledge of the work environment will make it easier to adjust to the job. Resources such as the Occupational Outlook Handbook, volunteer resource speakers, site visitations and shadowing experience will make students aware of (a) the benefit of work and the importance of the work ethic, (b) employment possibilities in the community, (c) employer expectations and (d) appropriate work behaviors and interpersonal relation skills.
10. Review job requirements and environmental characteristics for a specific job opening prior to setting up an initial interview with an employer to make certain that the individual has compatible qualifications.

11. Assist students in the area of work adjustment, in cooperation with agencies and support personnel, to suggest and assist in providing adaptive devices, job restructuring, and development of more efficient work habits.
12. Encourage individuals to become involved in volunteer positions to give them work experience which will later help them in seeking employment.
13. Assist individuals in solving work-related transportation problems.
14. Inform students of available financial assistance from school and/or outside agencies and programs.

METHODS OF MAINTAINING JOB AVAILABILITY

Developing and maintaining a list of potential employers and job opening is a continuous task for the job placement specialist. This task is usually called job development and involves a number of activities and methods. The placement staff must actively seek potential employers by visiting employers; getting on the mailing list of jobs openings from government agencies, educational institutions and business and industry; consulting with support agencies such as the jobs source of the State Labor Department or vocational rehabilitation; reading the help wanted section of the local newspaper and by keeping in contact with influencial business, industry and community leaders.

Information gained in the jobs search must be filed for ready access. Files of jobs phoned into the office and mailed into the office must be kept daily. Bulletin boards with jobs posted daily must be maintained and promotional material such as company brochures must be filed so they can be retrived for use in the placement process.

Activities for Maintaining Job Availability

One of the activities that must be used to maintain job availability is a continuous program of public relations. Every media of communication should be used to promote the placement program including: local newspaper articles, school newspaper articles, school bulletin board displays, presentations at civic and professional groups upon invitation, local radio announcements, faculty meetings, community surveys and distribution of printed materials such as placement program brochures. Employers must be kept aware of the placement program and must develop confidence that vocational schools can provide a source of trained, qualified employees for their firms.

A placement program advisory committee should be an organized representative of various people to be served including influencial members from business and industry, community leaders, community support agencies, school staff, union leaders, students and parents. Committee members are a vital source of communication between employers and the placement office.

The placement staff must develop and maintain a list of potential employers. The placement staff should begin with any employers who already have contact with the school. If such information is not readily available, ask the assistance of the school's Industrial Coordinator, Cooperative Education Coordinators, Personnel Office, and faculty. Since the Industrial and Cooperative Education Coordinators often visits companies and thus learn of possible job openings, the Placement Specialist should maintain a good working relationship with them. The employer lists may be further increased through such sources as those listed below.

* Local Chamber of Commerce
* Advisory Committee Members
* Newspaper Ads
* Community Agencies
* Georgia Manufacturing Directory
* The local Labor Department Jobs Service
* Vocational Rehabilitation
* Public Notices
* Civil Service Agencies
* Follow-up Study results
* Yellow pages of the phone directory
* Labor Unions
* City Directories
* Census Data

* Direct employer contact
* Business and Management Organization
* Relatives and Friends
* CESA Units
* Area Planning and Development Commissions
* Employer visits to the school

In identifying potential employers, job placement staff should keep open channels of communication with vocational teachers and school staff. Most vocational teachers maintain close contact with business and industry leaders in their specific field and are frequently contacted when job openings occur. School administrators, guidance personnel and off campus and cooperative education coordinators who usually have lived in a community for some time also have a broad knowledge of businesses and industries that should be contacted in the job search. Contact should be made with the local office of the Employment Service, an agency of the Department of Labor. They can often provide job leads as well as special guidance and assistance to persons who come to their local offices.

Post-secondary area vocational/technical schools have access to the Job Bank System in Georgia which can be used to identify local job opportunities. This is a system for locating jobs through the use of a scanner and a microfilmed listing of available jobs throughout the state. Individuals may scan these

listings until they find a potential job for which they qualify. They can then be sent to the local Labor Department Office and through them be referred to the job.

Another excellent source for obtaining information about job opportunities is the civil service agencies which are available within most school communities. Contact should be made with these agencies to determine current job listings as well as testing procedures to help prepare students for the various civil service examinations.

The placement team should review the help wanted advertisements in the classified section of local newspapers, the yellow pages of the telephone directory and other locally published materials that provide job information. Businesses and industries have found the "want ads" and the telephone directory to be a highly successful means of advertising their services and securing applicants for employment.

Another activity which can provide the placement staff with employment leads is to invite employers to visit the schools. While there, employers may want to meet with job placement office personnel, with vocational teachers in their area, and even with interested students.

Most post-secondary job placement specialist use either an annual TECHDAY or a series of mini-TECHDAYS to enable employers to visit the school and students in accordance with need. The specific purpose of conducting the TECHDAYS activity are:

1. To offer employers an opportunity to visit area schools during the months preceding area school graduation for the purpose of conducting job interviews with potential graduates.
2. To assist area school students in preparing for such an interview and in understanding the steps involved in obtaining the desired job for which they are qualified.
3. To communicate a positive image of area schools to potential employees.
4. To conduct a TECHDAYS publicity campaign utilizing newspapers, radio, television and other media in an effort to inform prospective employers, potential students and the general public of the positive benefits of such a job placement program.

The job placement specialist and staff with assistance from all other placement team members must use every available source to identify potential employers and to search for job openings.

After the Placement Specialist has developed a list of prospective employers, he/she should begin to contact these companies by mail, telephone, or visitation. The first step is to send a letter of introduction describing both your school and the placement program. It would be helpful to send a brochure about your school and the courses offered. In this initial letter, you could also request a brochure or other information about the company for your files. The letter should be followed by telephone calls to the personnel department and, when possible,

a visit to the company. Company visitation is probably the most effective method of job development. On a company visit the Placement/Follow-up Specialist can see what the company is like and thus provide more realistic information to the students. Company visits also allow the Placement/Follow-up Specialist to meet and discuss their program and students with both the Personnel Department and the departments which actually employ the students.

Placement personnel should make it a point to learn as much as possible abqut the company where potential job openings may be available. In addition, background information should be gathered about the services and/or products associated with the company. When a meeting is arranged the discussion should focus on the possibility of hiring a worker from a protected population who has successfully completed a vocational program. Positive factors should be emphasized with a concentration on the abilities of the student as opposed to any limitations. It is important to point out that these students are well qualified for jcb openings. The employer should be told that a major goal of the placement program is to provide them with qualified job applicants to meet their employment needs.

Once the exhaustive potential employers search has been completed, the next step is to conduct a selected employer survey to determine more detailed information about jobs in which vocational education students may be placed. The employer survey should be designed to obtain detailed information about the type

of jobs, the availability of on-the-job training, the job-turnover rate and other information needed to prepare job profiles and an overview of job tasks and requirements.

There are several approaches which can be used to conduct the survey of employment opportunities. The first, and probably the best in achieving results is to conduct a personal survey during a visit to the company or employer. If this is too time-consuming for the job placement coordinator to do alone, other school personnel such as the cooperative education coordinators or perhaps even students may be used in the survey process.

A second approach is to develop and mail a questionnaires. In using a mail questionnaire, the instrument should be pilot-tested on a sample of employers and revised if needed before being mailed to all employer contacts. To serve a good response, a follow-up letter will be necessary in some cases. This can be done first by a follow-up reminder letter, then by telephone or personal visit.

The employer survey instrument should be designed to obtain detailed information about the type of jobs, the availability of on-the-job training, the job turnover rate and other information needed to prepare job profiles. It is usually necessary to follow-up the employer survey with an arranged visit to the company. There is no better way to facilitate job development than to meet the potential employer and to observe first-hand the actual work environment. During this visit or a subsequent

visit, placement team members can gather information about jobs which may be appropriate for special needs persons. This information, combined with the information obtained in the employer survey, can be used to prepare job information cards and job profiles.

A recommended way to organize information obtained in the job search is to place it on file cards. Essential information such as the name of the employer; employer's address and telephone number; person to contact; the types of jobs; the what, how and why of jobs; job performance requirements which include hours of work, wages paid, referral instructions, who to see and when to apply. A typical job information card is shown on the following page.

Job information cards can be placed into a master file and used for job placement and as a source for mailouts and follow-up. The master job file must be periodically reviewed and kept up-to-date.

In addition to identifying available jobs for vocational students who are ready for employment, the placement specialist should work with willing employers in redesigning jobs. The job redesign technique can be used to provide jobs for students who have difficulty obtaining jobs in their area of training. In redesigning jobs, employers must be willing to analyze their present job categories and reorganize them. Few employers will

Sample Job Information Card

Company _____

Address _____

_____

Telephone _____

Personnel Director/Employer _____

Job Title _____

Job Description _____

Work Competencies:

Working Conditions:

Specific Job Information (wages, hours):

Hiring Procedures (application requirements, appointment for interview):

be willing to try this venture unless they can see how job redesign will improve productivity. They must be shown how job redesign will release their more experienced and skilled workers to perform job activities which require higher skill levels, thereby increasing worker effectiveness and, ultimately, productivity.

Developing and Maintaining a Job Opportunities File

The placement specialist and staff must develop and maintain a system of handling job orders. Job orders are summaries of job openings which contain essential information about a given job which are either phoned in or mailed in to the placement office or to other placement team members. An example job order worksheet which shows the type of information needed on a job order is presented on the next page.

Job placement coordinators usually prefer to place job order information on a 5 X 8 card since this is large enough on which to record the necessary information and can be easily filed.

Job orders will either be phoned into the job placement office, mailed into the placement office or be referred by school staff. In addition, job placement coordinators will get some orders through personal contacts, either through direct employer visits or by calling them on the telephone.

It is essential that every member of the placement team knows how to take a job order and how to complete a job order worksheet

Job Order Work Sheet

JOB TITLE _____ DATE _____

EMPLOYER _____ PHONE _____

ADDRESS _____ NO. OF OPENINGS _____

APPLY TO _____ CALL FIRST? _____

JOB STATUS: ( ) FULL-TIME ( ) PART-TIME ( ) PERMANENT ( ) TEMPORARY

HOURS _____ HOURS PER WEEK _____ DAYS _____

SALARY _____ FRINGE BENEFITS _____

_____

DESCRIPTION OF DUTIES _____

_____

QUALIFICATIONS (Education/Experience) _____

_____

EQUIPMENT USED _____

ORDER PLACED BY _____ TAKEN BY _____

THE FOLLOWING TO BE COMPLETED BY THE PLACEMENT OFFICER:

Name	Phone	Date	Hired Yes	Hired No	Salary

COPY TO _____

COMMENTS _____

_____

so that all pertinent information is obtained. All job orders should be forwarded to the job placement office for processing. If information is lacking on any job orders, the coordinator should contact the employer and complete the job order worksheet or card.

Job orders can be filed according to how they are obtained. For example, they can be placed in a file of jobs phoned into the placement office, a file of jobs mailed into the office, and a file referred by school staff.

Active job orders should be kept on file and regular contacts should be made with the employer until some action has been taken and the job filled or withdrawn. When a job is filled, the card should be placed in a file labeled "Job Orders Completed." If the job was filled with a vocational student from the school, the card should be marked so that one or more follow-up visits can be made to insure satisfactory placement.

If the job cannot be filled or is filled through another source, the job order card should be placed into a file labeled "Job Orders - Cancelled," and the reason of cancellation and date should be indicated on the card.

SUMMARY

The need for providing placement services for all vocational students and especially for individuals from protected groups is becoming more accute. This guide was prepared to assist all individuals involved in job placement to function more effectively as placement team members.

Placement services include the four key elements of (1) pre-employment preparation, (2) a central data system, (3) placement activities and (4) follow-up and follow-through activities. Clients who benefit from job placement services include vocational students and/or former students, employers, and members of the school system. Special emphasis is focused on placement services involving all of these clients to meet the needs of individuals from protected populations.

Protected populations is defined as individuals who have special needs and who belong to one of the following groups: ethnic and racial minorities, disadvantaged persons, handicapped persons, gifted and talented persons, linguistically different persons, migrants, incarcerated persons, persons enrolled in non-traditional work preparation programs and displaced homemakers.

In the past few years job opportunities for individuals from protected groups have increased dut in part to federal intervention and assistance. Congress has passed legislation which has given special needs individuals the same rights as

other individuals to obtain employment without experiencing discriminatory practices. Information was presented in this guide on Title VI of the Civil Rights Act of 1969, Title IX of the Education Amendments of 1972 and Sections 503 and 504 of the Rehabilitation Act of 1973 to assist placement team members in helping employers identify and hire qualified persons from protected populations.

Three major barriers to employment for individuals from protected populations are: (1) barriers within the vocational student, such as lack of employability skills, (2) barriers within the school, such as lack of opportunity to enroll in certain vocational programs, and (3) barriers within society, such as employer concerns, fears, misconceptions, negative attitudes and stereotyped expectations concerning protected populations. Many of these barriers can be reduced or eliminated by effective job placement services.

Suggestions for job placement specialists to keep in mind when working with employers, supervisors and co-workers to form positive attitudes and working relationships with individuals from protected populations were presented in the guide.

A number of publications were presented that can help job placement specialists provide occupational information to students and school personnel. These publications are readily available from Federal and State Labor departments and Departments of Education as well as from other community agencies.

Suggested responsibilities of placement team personnel including the student personnel specialists, vocational instructors, job placement specialists and vocational students were discussed to help all parties involved to cooperate more fully in the placement process.

Providing job placement services to students, employers and the community is too big of job to be handled by any one individual in a school system. Effective job placement programs require a high degree of cooperative effort between school personnel and selected individuals in the community. Some twenty-three support agencies and organizations available to vocational education and job placement personnel were presented in this guide.

The preparation of student folders, job folders or placement profiles was outlined as an essential component of the pre-placement programs. Special emphasis was placed on providing employability skills to students as part of the job preparation process. The six-step process of matching students with job orders and referring qualified applicants for interviews was presented. This is the procedure normally used for placing most vocational students.

Finding a job for a specific protected population individual or creating one may be the most effective approach in placing these individuals. This process also involves six steps ranging

from reviewing placement profiles and selecting specific special needs students to following up interviews with job placement or additional training.

A number of placement options were presented to serve the needs of individuals from protected groups. These included placement in rehabilitation sponsored centers, placement in school system jobs, placement in on-the-job training programs, placement in work-study programs, placement in part-time jobs, placement in full-time employment either on a job site or in homebound employment, and placement in a post secondary program.

A number of techniques were presented to assist job placement personnel in meeting the needs of individuals from protected populations. In addition a listing of innovative techniques were included to assist the job placement team members, employers and co-workers and students in meeting the placement needs of individuals from protected population.

Methods of maintaining job availability were included to assist placement team members in identifying and keeping records of potential employers and job openings that are essential in the placement process.

GLOSSARY OF TERMS

Career Guidance - The process of providing occupational information and counseling services to students for the purpose of helping them make career choices.

Employment Counseling - Employment counseling when the handicapped applicant is in need of assistance in formulating a plan to reach a vocational goal, or job adjustment, consistent with the disability.

Follow-Through Services - Special services provided to students who are either successfully placed or are in need of remedial training to make them more employable. For example, students who are hired sometimes need help in making the adjustment to the work environment, while those who were not hired have certain areas in which they need additional education experiments.

Follow-Up Services - A systematic collection of pertinent data from or about individuals who have experienced vocational education programs and are either employed, engaged in continuing education experiences or are unemployed.

Job Development - Individualized job development when no job order is available which is consistent with the applicant's physical, mental or emotional capabilities and other qualifications. In other words, we make employer calls when we have a likely prospect for employment.

Job Modification - Making recommendation concerning job modification to meet the applicant's physical, mental or emotional capacities. (May be requested by a prospective employer.)

Job Order Work Sheet - A one page sheet which contains information about a job opening such as title of job, employer and company address, job status, work hours, salary range, description of duties, desired qualifications, equipment used, and other placement information.

Job Placement Profile - The organization of information concerning the student including his/her interests, capabilities, and limitations. This information can then be matched with the specific requirements of a job opening.

Job Referral Card - A card which is given to a student going for a job interview which contains information about an interview appointment, and information which introduces student to a potential employer. The card usually requests that the interviewer contact the placement officer regarding the results of the interview.

Placement Services - "A coordinated series of activities which includes school-community interaction, staff training, and curriculum development resulting in individuals being able to obtain and retain satisfying employment."

Placement Team - The group of individuals from the school, community, and organizations which provide services to help program completes obtain and succeed in employment.

Protected Populations - Includes such groups as ethnic and racial minorities, disadvantaged, handicapped, gifted and talented, limited English proficiency, migrant, corrections populations, displaced homemakers and men and women in non-traditional jobs.

Referral to Other Agencies - Evaluation of the need for services of other agencies to improve physical, mental or emotional capacities or otherwise enhance employability of the applicant; and referral to appropriate agencies.

Selective Placement -

- Appraisal of the individual's assets, with special emphasis on the recognition of the impairment and the evaluation of physcial, mental or emotional capacities.
- Analysis of job requirements with special emphasis on physical demands and working conditions. (May be requested by the prospective employer.)
- Selective matching in which the physical capacities and other qualifications of the handicapped applicant are matched with the physical and other requirements of the job. (May be requested by the prospective employer.)

Shadowing Experience - The practice of placing students in a worksetting where they can observe work performed by an experienced worker and sometimes develop job skills. The purpose is to help students overcome fear about a job and to develop confidence in their ability to perform work.

Stereotyping - Attributing behaviors, abilities, interests values and roles to a person or group of persons on the basis of their sex, race, color, national origin, or handicap.

Underemployment - The state of being employed in a position which usually far below an individual's capacity.

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Title VI - Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX - Evelyn Rowe and Myra Tolbert, Coordinators
Section 504 - Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.